



Boarshaw Primary School

Nursery Summer Term 2 Theme Unit Pack



What would you find on the farm?

Children think about which animals Old McDonald had and learn the names and sounds of each animal. Children learn about the reasons why farmers keep different animals. Children learn about the life cycles of some animals and the names of animal babies. Children will also learn about vehicles on the farm including tractors.

Significant dates

D Day celebrations (4th June 2024)
Father's Day (16th June 2024)
The King's Birthday (15th June 2024)
Sports Day (8th July 2024)
School closes for Summer (19th July 2024)



What would you find on the farm?

Essential Knowledge

By the end of this unit our pupils will know...

- How farms work and which animals live on the farm
- The sounds animals make and how we can identify different animals
- The names of animal babies
- The role of a farmer and the importance of the crops they grow
- The importance of farm animals and why farmers keep them
- The life cycles of some animals, such as chickens

Launch

Children will take a trip to the Sea life centre. Children will see different sea creatures and have the opportunity to touch some of the animals.

Explore

Children will explore how farms work and learn about the animals that live on the farm. They will explore how the work of farmers is integral to our daily lives. They will explore 'farm to fork' and learn about food that comes from farms.

Celebrate

Children will create a farm as a class by making their own animal enclosures

Vocabulary

Farmer
Farm to fork
Dairy
Meat
Crops
Agriculture
Life cycle
Tractor
Combine harvester
Supply chain
Names of animals
Names of animal babies

EYFS Curriculum Objectives

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Development Matters /Curriculum Objectives	<p>Listen to nursery rhymes and be able to join in, singing words confidently and clearly</p> <p>Be able to answer questions and share opinions using relevant vocabulary</p> <p>Be able to talk about the setting, characters and structure of a story with confidence</p> <p>Be able to independently sequence familiar rhymes and say what happens next in a story</p> <p>Use the words they know appropriately to organise themselves and their play</p> <p>Speak in short sentences of four to six words</p> <p>Confidently start and continue short conversations with others</p>	<p>Coram Scarf Unit: Growing and Changing</p> <p>Understand how we change as we grow</p> <p>Gain enough confidence to talk to adults and peers</p> <p>Begin to be assertive towards others where necessary</p> <p>Know how to talk politely and develop an understanding of what is appropriate</p> <p>Know that it is OK to challenge others, but that they must remember to always be kind</p> <p>Know that people show their emotions in different ways, for example, smiling if they are happy, crying if they are sad</p> <p>Follow the nursery rules without prompts and encourage others to follow the rules</p>	<p>Be secure in holding a pencil, using a tripod grip and forming letters and numbers mostly independently</p> <p>Recognise and self-correct when they form letters incorrectly</p> <p>Mark make using a comfortable grip using pencils and pens</p> <p>Independently write name</p> <p>Confidently use scissors and other tools independently</p> <p>Know that snips should be made on the line and the pattern should be followed</p> <p>Successfully take part in group games with support from an adult</p> <p>Move confidently and safely in a range of ways, avoiding obstacles – running, hopping, skipping etc</p> <p>Use a fork correctly and begin to understand how to use a knife safely</p>	<p>Oral blending</p> <p>Children are able to identify initial sounds and blend familiar CVC words</p> <p>Make predictions about a story using relevant vocabulary with independence</p> <p>Mark make for a purpose</p> <p>Be able to talk about the marks they make</p> <p>Identify CVC words orally</p> <p>Be able to segment sounds in CVC words</p> <p>Know that letters make sounds</p> <p>Join in with repetition within stories</p> <p>Engage in extended conversation about stories</p>	<p>Sing number rhymes and number songs</p> <p>Be able to say number names forwards and backwards to 10</p> <p>Accurately count groups of objects to 5 and match them to the correct numeral</p> <p>Count out amounts to 5 to match to a numeral</p> <p>Make marks or use symbols to represent numbers to 5</p> <p>Notice and correct errors in repeating patterns</p> <p>Understand routines and talk about sequential events</p>	<p>Know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people but wild animals can be dangerous so we have to be careful</p> <p>Know that wild animals live in forests/ jungles/ safaris/ zoos/ aquariums</p> <p>Begin to understand the importance of looking after our environment and living things</p> <p>Make comparisons between habitats of farm animals and wild animals</p> <p>Make own habitats using a range of resources</p> <p>Use senses to explore the world around them</p>	<p>Sing familiar nursery rhymes alongside playing instruments, following the rhythm</p> <p>Listen to music and create movements to different beats</p> <p>Construct with bricks and blocks to make an enclosure</p> <p>Explore different materials freely, using them with a purpose</p> <p>Know that body movements can be changed depending on the rhythm to achieve a desired effect</p> <p>Know that different construction toys can be used to make new things that can be used in pretend play</p> <p>Show confidence in choice of media when creating a picture or model</p>

Week/Topic Question	Communication Language and Literacy	Maths	Theme session 1	EAD session	Theme session 2	Theme session 3	Physical Development	Music ICT PSHE
<p>Week 1- 4/6/24 – 4 days</p> <p>Which animals live on the farm? What sounds do they make?</p>	<p><u>Nursery rhyme of the week:</u> Old MacDonald</p> <p><u>Book:</u> I Love Animals – Flora McDonnell Non-fiction books about farms</p> <p><u>Learning:</u></p> <ul style="list-style-type: none"> - Which animals live on the farm? What noises do they make? - How do the animals move? Can we move like farm animals? - Can we describe animals? 	<p><u>Number song of the week:</u> Baa Baa Maths Sheep (Tom Thumb Maths)</p> <p><u>Starter:</u> Notice and correct errors in repeating patterns</p> <p><u>Learning:</u> Describing routes – making a map of the farm</p> <p>Draw out maps in groups and map out where animals live</p> <p>Take the puppet for a walk around the farm – tell me how to get to the pigs/stable/pond/cows etc.</p>	<p>INSET Day</p>	<p>Flashback – Animal names flashcards</p> <p>Which animals can we expect to see at the farm? What might we expect to hear at the farm? (animal sounds, vehicles etc)</p>	<p>Acting and drama – bag of farm animals for children to choose from. Children act out farm animals for their friends to guess</p>	<p>Friday morning – use template to draw what we could see at a farm, adults to scribe children’s voice</p>	<p>Gross Motor – Move like farm animals game</p> <p>Fine Motor – Find the farm animals in shredded paper</p>	<p>Music: Down on the Farm (Game Songs book and CD)</p> <p>ICT: Phonics game – farm animal sound discrimination</p> <p>PSHE: Growing and Changing in Nature Look outside the classroom and prompt children to notice and describe the grass, trees, leaves, sky. How does the temperature feel? Has it always been like that? Was there a time when it looked and felt different? Why? (Talk about seasons and show pictures of different seasons – ask children to compare)</p>
<p>Week 2- 10/6/24</p> <p>Do all animals live on the farm? (Comparing animal habitats)</p> <p>Father’s Day - 16th June</p>	<p><u>Nursery rhyme of the week:</u> Little Bo Peep</p> <p><u>Book:</u> Farmer Duck</p> <p><u>Learning:</u> Mon – Book talk, predict what the story is about and listen to story Tues – Reread, children predict what will happen on the next page Thurs – Talk about characters – think of an action for each character and reread using actions Fri - Guided draw</p>	<p><u>Number song of the week:</u> As I Was Walking to Buttercup Farm</p> <p><u>Starter:</u> Talk about sequential events – ordering routines e.g. brushing teeth</p> <p><u>Learning:</u> Mon – Recap 2D shape Tues, Weds - Numberblocks – Eight <i>Counting 1 to 8 and matching to numerals</i> <i>Subitising</i></p> <p>Thurs, Fri - Numberblocks – Just Add One</p> <p>FA: Adding and taking away one (HA) Making 8 (LA)</p>	<p>Flashback – Animal sounds</p> <p>Look at animals that live in the Arctic. How are they suited to their habitat?</p>	<p>Painting – Jackson Pollock</p> <p>Splatter painting – ducks splashing in the pond</p> <p>What colours would we use for a pond/water? (Blues and greens, white)</p> <p>What other animals might make a splatter? Pigs in mud etc.</p> <p>Put paper and paint outside with paintbrushes.</p>	<p>Flashback – Animal sounds</p> <p>Look at animals that live in the jungle. How are they suited to their habitat?</p>	<p>Flashback – Animal sounds</p> <p>Compare some different animal habitats and the animals that live in them. E.g. Underwater and forest.</p>	<p>Gross Motor – Making animal habitats</p> <p>Fine motor – Feeding the animals – animal faces with mouths cut out, use small scoops and spoons to feed cereal</p>	<p>Music: Down on the Farm (Game Songs book and CD)</p> <p>ICT: Add farm animals to the farm picture Purple Mash by 2Simple</p> <p>PSHE: Growing and Changing in Nature Look at some life cycles of animals – e.g. egg – chick – hen / frogspawn – tadpole – frog / caterpillar – cocoon – butterfly What changes have they undergone? Do people change as they grow older too?</p>
<p>Week 3- 17/6/24</p> <p>What are animal</p>	<p><u>Nursery rhyme of the week:</u> Mary Had a Little Lamb</p> <p><u>Book:</u> Farmer Duck</p>	<p><u>Number song of the week:</u> Ten Little Pigs (Tom Thumb Maths)</p> <p><u>Starter:</u> Talk about sequential events – ordering</p>	<p>Flashback – Where do different animals live?</p> <p>Explore the life cycle of a chicken. Make links to butterflies and frogs.</p> <p>Book – From Egg to Chicken</p>	<p>Observational drawings/paintings of farm animals – look at the work of Edgar Hunt</p>	<p>Flashback – Where do different animals live?</p> <p>Matching animals and their babies. Focus on animal baby names. Cat/kitten – how can we tell they are related?</p>	<p>Flashback – Where do different animals live?</p> <p>Focus activity – matching animals and their babies</p>	<p>Gross Motor – Making animal habitats</p> <p>Fine Motor – Feeding the animals – animal faces with mouths cut out, use small scoops and spoons to feed cereal</p>	<p>Music: Playing instruments alongside familiar songs and nursery rhymes</p> <p>ICT: Add farm animals to the farm picture Purple Mash by 2Simple</p>

<p>babies called? How do animal life cycles work?</p>	<p><u>Learning:</u> Mon – Echo read Tues – Recap – ask children for description of characters, setting and main events (who, what, where) Weds – Reading the pictures Thurs – Which way do we read? Use pointer to read sentences from the text. Look for known GPCs. Fri – Guided draw</p>	<p>routines e.g. brushing teeth</p> <p><u>Learning:</u> Numberblocks – Nine <i>Counting 1 to 9 and representing numbers Partitioning and combining</i></p> <p>Mon – Watch Episode – Nine Tues – Twinkl ppt – explore squares Thurs and Fri - NCETM Powerpoint + activities</p>						<p>PSHE: When I was a baby Display some photos of babies and children aged 0-4 years. What do we notice about them? How are they different? Do they have teeth/hair? Are they sitting/crawling/ walking? Do they make different sounds? Can they do the same things – e.g. feeding themselves, using their hands?</p>
<p>Week 4-24/6/24 What do farmers use to do their work? (Vehicles etc.)</p>	<p><u>Nursery rhyme of the week:</u> The Farmer’s in His Den</p> <p><u>Book:</u> The Little Red Hen</p> <p><u>Learning:</u> Mon – Book talk (find the title/author/illustration), predict what the story is about and listen to story Tues – Reread, children predict what will happen on the next page Thurs – Talk about characters – think of an action for each character and reread using actions Fri - Guided draw</p>	<p><u>Number song of the week:</u> Five Little Ducks</p> <p><u>Starter:</u> Recap 3D shapes</p> <p><u>Learning:</u> Count and match groups of objects to a numeral</p> <p>Count out numbers of objects to match a given numeral</p>	<p>Flashback – Animal babies</p> <p>What are the jobs a farmer might do? E.g. planting and harvesting crops, milking cows, raising chickens for eggs, etc.</p>	<p>Observational drawings/paintings of farm animals – look at the work of Edgar Hunt</p> <p>Continuous Provision – provide small world animals and animal photos and pictures for children to create observational farm paintings (table under shelter)</p>	<p>Flashback - Animal babies</p> <p>Explore tools farmers might use. Can children guess what they are for?</p>	<p>Flashback - Animal babies</p> <p>Explore farm vehicles e.g. tractors, combine harvesters etc</p>	<p>Gross motor – Playing group games</p> <p>Fine motor – Drawing patterns</p>	<p>Music: Creating movements to different beats – some children play instruments alongside familiar songs and nursery rhymes while others move rhythmically and swap around</p> <p>ICT: <u>Purple Mash by 2Simple</u> Create a chick</p> <p>PSHE: When I grow up Talk about what children would like to do when they grow up. What jobs are there? Which job would they like and why? Draw pictures of ourselves when we are grown up.</p>
<p>Week 5-1/7/24 Farm to fork – Why do farmers keep different animals?</p>	<p><u>Nursery rhyme of the week:</u> This Little Pig Went to Market</p> <p><u>Book:</u> The Little Red Hen</p> <p><u>Learning:</u> Mon – Echo read Tues – Recap – ask children for description of characters, setting and main events (who, what, where)</p>	<p><u>Number song of the week:</u> Five Little Speckled Frogs</p> <p><u>Starter:</u> Recap 3D shapes</p> <p><u>Learning:</u> Numberblocks – Ten <u>Numberblocks – Series 2 NCETM</u> <i>Counting to 10</i> <i>10 ones are equivalent to 1 ten</i></p>	<p>Flashback – How do farms work?</p> <p>Discuss that farmers keep animals for different purposes.</p> <p>Why do farmers keep chickens?</p> <p>Why do farmers keep sheep?</p> <p>Why do farmers keep horses?</p>	<p>Working on the farm – movement to music Call out jobs for the children to act out. “Old MacDonald had a farm... and on that farm he had to <i>dig / plant / milk etc.</i>”</p>	<p>Flashback - How do farms work?</p> <p>Where does milk come from? Learn about how milk gets to our fridges. Talk about different animals that produce milk.</p>	<p>Flashback - How do farms work?</p> <p>Why is milk so important? Talk about the different foods that are made from milk e.g. butter, cheese, yoghurt, ice cream. Make butter by shaking double cream in a jam jar.</p>	<p>Gross Motor – throwing and catching the ball</p> <p>Fine motor – threading beads</p>	<p>Music: Moving quickly and slowly to music / using different body movements e.g. big movements when the music is loud, small movements when the music is quiet</p> <p>ICT: Explore MiniMash</p> <p>PSHE: Girls, boys and families Circle time – ask if boys and girls are different. Do</p>

	<p>Weds – Reading the pictures – where is there a...? Where can you see a...? How many can you see? Etc. Thurs – Which way do we read? Use pointer to read sentences from the text. Look for known GPCs. Fri – Independent draw (modelled)</p>		<p>Vocabulary- livestock, farm to fork, supermarkets, supply Floor book focus- Why do farmers keep different animals? Home learning idea- Outdoor learning focus-</p>					<p>they sound different? Do they eat different things? Do they wear different clothes? Do they look different? Do they play differently? Gently encourage thinking towards how girls and boys can be similar – can they play with the same toys together e.g. the dolls?</p>
<p>Week 6 – 8/7/24</p> <p>Farm to fork - what is the importance of the crops farmers grow?</p>	<p><u>Nursery rhyme of the week:</u> Little Boy Blue</p> <p><u>Book:</u> Exploring farm non-fiction books</p> <p><u>Learning:</u> Retrieving information – answering questions</p>	<p><u>Number song of the week:</u> Here is the beehive, where are the bees? - BBC Teach</p> <p><u>Starter:</u> Showing different finger numbers to 10 (showing numbers in different ways)</p> <p><u>Learning:</u> Number rhymes and counting week Solving practical number problems</p>	<p>Flashback – Which animals do different things come from – e.g. wool from sheep, eggs from chickens, milk from cows</p> <p>Recap on food that we can grow – fruit and vegetables</p>	<p>Make a farm – introduce activity to children – Create an enclosure for an animal (in a box for example). What would your animal need? Use junk modelling materials to represent e.g. fences, troughs, coops.</p> <p>Put out resources and pictures for children to have a go during CP.</p>	<p>Flashback - Which animals do different things come from – e.g. wool from sheep, eggs from chickens, milk from cows</p> <p>Which crops do farmers in the UK grow? Some foods don't grow well here – talk about how we get these from other countries.</p>	<p>Flashback - Which animals do different things come from – e.g. wool from sheep, eggs from chickens, milk from cows</p> <p>Which foods do we eat that are grown by farmers? Explore less obvious foods e.g. bread is made from flour that is made from wheat grown on the farm.</p>	<p>Gross Motor – Moving bodies in different ways – crawling, hopping, slithering, running, jumping etc</p> <p>Fine Motor – Create farm animal home</p>	<p>Music: Exploring instruments to create farmyard sounds (in groups)</p> <p>ICT: Explore MiniMash</p> <p>PSHE: Girls, boys and families Read 'The Family Book' by Todd Parr and talk about the different types of families. What are our families like? Who lives in our homes? What do they do?</p>
<p>Week 7 15/7/24</p> <p>Transition</p>	<p>Discussion around all we have learnt in nursery and write an all about me sheet for reception. Discuss our hopes and dreams for reception. What are we looking forward to the most? Is there anything we are worried about? Share with our friends what makes them special and how we have made friends this year.</p>							